



LAMAR UNIVERSITY

Online Course Template

Use this document to develop and design your online course, based on the “backward design” model of Wiggins and McTighe.

In Week 2, you are expected to submit Steps 1 and 2 in this design template. You should make sure you save a copy of your work to your personal computer.

In Week 4, you are expected to submit Steps 3 and 4. Make sure that you include all four steps in that Week 4 submission.

The template will also be your guide as you integrate the content into the learning management system, Schoology.

The rubric for this assignment can be found on the assignment overview documents in Weeks 2 and 4 of this course.

Steps 1 and 2 are due at 11:59 p.m. on the seventh day of Week 2.

Steps 3 and 4 are due at 11:59 p.m. on the seventh day of Week 4.

Online Course Template

Use the template below for your online course. The boxes will expand as you type.

1. Needs Assessment

Define the instructional or professional development problem. This can be accomplished through a needs assessment. When conducting a needs assessment, you can utilize test data, classroom/workplace performances, observations, surveys, and other documentation that will inform you of the actual problem.

Designing for Classroom Use

If you are creating your course for classroom use with students, use the following guide.

1. Use sources to determine area of students' needs:

- TAKS scores
- District benchmarks
- Classroom performance
- Other relevant data sources

2. What did the data tell you about your students as a whole?

3. What data did you use?

4. What Texas Essential Knowledge and Skills will be your focus?

Resources:

[NCLB Comprehensive Needs Assessment
No Schools Left Behind](#)

Designing for colleague use

If you are creating your course for professional development for faculty/employees, please use the following guide.

1. Use sources to determine area of faculty needs:

- Use the 21st Century Schools [Professional Development Needs Survey and Scoring Tool to determine area of faculty needs](#)

In partial fulfillment of the requirements for EDLD 5368 Instructional Design, I will be developing a course for professional development use at La Vernia High School. In order to develop a targeted professional development course for the teachers at LVHS, multiple sources of data must be analyzed as part of a needs assessment process in order to determine the areas of greatest need. These sources include not only data on teaching practices, but also data

identifying potential professional development obstacles and the best times and preferred formats for the delivery of professional development content. Data sources examined for this specific needs assessment include:

1. The 21st Century Schools Professional Development Needs Survey
2. Texas Teacher STaR (School Technology and Readiness) Chart Results
3. PDAS (Professional Development Appraisal System) Teacher Self-Assessment Data
4. LoTi (Level of Technology Implementation) Survey Results
5. The TXDLA (Texas Distance Learning Association) HR Survey: The Support Staff Professional Development Needs Assessment Survey

Texas Distance Learning Association (www.txdla.org) HR Survey. Please find this survey under Resources

2. What did the data tell you about faculty/employee needs?

The 21st Century Schools Professional Development Needs Survey revealed that Assessment (total score 14 of a possible 24) and 21st Century Education (total score 50 of a possible score of 78) are the areas most in need of improvement. Under Assessment, the consistently lowest-scoring responses indicate the need for more performance-based assessments, more use of student portfolios, and more use of self-assessment, peer assessments and other assessments. Under 21st Century Education, consistently lowest-scoring areas include the need for curriculum that addresses questions that matter, is project-based, problem-based and research-driven, multicultural literacy, and technology/multimedia radio and television production for students.

Teacher STaR Chart summaries show that LVHS barely attained the Developing Tech level in areas of concern which include: TL1-Patterns of Classroom Use, with most teachers agreeing that they use technology to direct instruction, improve productivity, model technology skills, and direct students in the use of applications for technology integration; EP-3 Capabilities of Educators, with most teachers agreeing that they only meet two to three of the five SBEC Technology Applications Standards; and L-3 Instructional Support, with most teachers agreeing that their campus only provides time for professional development on the integration [but not the implementation] of technology.

PDAS Teacher Self Report appraisal results expose the highest areas of need under the Reading domain, Objective 3 for grades 9-11, where only 55% of LVHS teachers agreed that in their classroom the student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations, and in the Mathematics domain, Objective 10 for grades 9-11, in which only 60% of teachers agreed that their students demonstrate an understanding of the mathematical processes and tools used in problem solving.

The LoTi Survey results show a particular area of concern in the Current Instructional Practices (CIP) domain related to the subject-matter versus learner-based curriculum approach. Of the LVHS teachers surveyed almost half (46%) currently support instructional practices that are consistent with a subject-matter based approach to teaching and learning, while only slightly more (54%) of our teachers support or implement a true learner-based approach to instruction.

Analysis of results from the TXDLA HR Survey show that the least convenient day to hold professional development is Saturday, the least convenient months are November, December

and March, and that evening sessions are the least convenient time to hold professional development; this information is critical to ensure the highest attendance rates and avoid the “I am only here because I have to be” syndrome that shuts down learning. The HR survey also revealed that hands-on workshops, discussion or group dialog, and computer-based training (CBT) presentation formats received the strongest interest.

3. What NSDC standard will be your focus?

The professional development described herein will address the identified needs while focusing on two NSDC standards categories; under the Process Standards category, the Design Standard (Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal) will be addressed; and under the Content Standards category, the Quality Teaching (Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately) will be addressed.

National Staff Development Council (NSDC) [Standards](#)

[Guskey's Five Levels of Evaluating Professional Development](#)

[E-Lead Evaluating Professional Development](#)

2. Desired Results

Stephen Covey describes this part of the design process as ***“to begin with the end in mind to start with a clear understanding of your destination. It means to know where you’re going so that you better understand where you are now so that the steps you take are always in the right direction.”*** In this step, you will use your needs assessment to determine the learner outcomes, use your standards to determine what students/teachers/faculty need to know, and be able to do and develop your essential questions that will guide your assessments and activities.

Unpacking the standard

Based on your needs assessment and selection of the standard (TEKS or NSDC) that will address the problem, identify what the students/teachers/employees need to know and be able to do.

****See Unpacking the Standards ppt in Resources*****

Based on the needs assessment and standards, La Vernia High School teachers need to know how to:

1. Design and deliver performance-based assessments, including portfolio-based assessment
2. Engage and empower students through self-assessment and peer-assessment
3. Assist students in meeting rigorous academic standards
4. Design curriculum units that address questions that matter
5. Design curriculum units that are project-based, problem-based and research driven
6. Increase multicultural literacy opportunities
7. Develop learner-centered instructional practices for the classroom

To enhance the likelihood of retention of the information presented, and offer the greatest opportunity for immediate implementation of new practices, LVHS teachers must be able to:

1. Attend professional development during regular duty hours Monday through Friday, either during designated inservice time or by hiring substitute teachers to create professional development opportunities.
2. Attend professional development during times when it will not interfere with major holiday seasons or high-stakes testing preparation.
3. Attend professional development that makes use of hands-on opportunities and computer-based training (CBT)
4. Attend professional development that makes use of discussion and group dialog

Describe your desired results:

- Enduring understanding(s): “Big ideas” or the important understandings that we want students/teachers/employees to remember for life or beyond the classroom/workplace
- Essential question(s): What questions guide your teaching and engaging students/teachers/employees?
- Knowledge and skills: What do students/teachers/employees need to know (existing knowledge, new knowledge) and be able to do to ensure understanding of the content?

The professional development course being developed herein, based upon demonstrated needs, must foster enduring understanding in the LVHS teachers regarding the importance and potential (for improving student achievement) of performance-based assessment; only performance-based assessment can truly demonstrate that knowledge has been internalized and can be transferred to a task or situation that has not been previously encountered. Performance-based assessment requires more than recall and can be based in part on portfolios of student work. Performance-based assessments also facilitate student self-assessment and peer assessment, empowering students.

Enduring understanding must also be fostered in our teachers for the potential of project-based, problem-based and research-driven assignments that include opportunities to increase multicultural literacy through increased implementation of digital-native technology tools. Project- and problem-based, research-driven assignments prepare students to meet rigorous academic standards while offering students the opportunity to demonstrate their ability to analyze and critically evaluate content, create new knowledge from existing knowledge and content, while applying their existing skills and knowledge in a true learner-based instructional setting that imparts to students an enduring understanding of the curriculum concepts at hand.

The final big idea that our teachers must learn is that fostering enduring understanding in their students, focusing on guiding student learning and facilitating the internalization of knowledge rather than just rote or procedural learning, must be the goal of all classroom instruction.

The essential questions related to this endeavor include:

1. How do we assess understanding rather than recall?
2. How can we assess knowledge transfer?
3. How can technology facilitate the embedding of assessment into the instructional process?
4. What type of assignments best prepare students to meet rigorous academic standards?
5. What research-based instructional strategies facilitate a learner-based approach to instruction?
6. How can we increase multicultural literacy?
7. How can we best use technology to engage students?

To ensure they have an understanding of this content, teachers will need to demonstrate their new abilities and knowledge by designing a performance-based assessment including a problem-solving scenario that demonstrates knowledge transfer. Teachers must demonstrate their ability to design a learner-centered, project-based, research-driven lesson and rubric. Finally, teachers must demonstrate their ability to design a real-world problem-solving portfolio-based assignment that focuses on increasing multicultural literacy and engaging students through an innovative application of digital native technology tools.

Resources

[Essential Questions](#)

Unpacking the Standards (Found in Resources)

Chapters 1-4 ***Understanding by Design*** (Found in Lamar Library)

3. Evidence of Understanding

What is evidence of in-depth understanding? Where should we look and what should we look for in determining understanding? Checking for understanding requires more than one assessment type. It requires ongoing formative and informal assessment to achieve understanding.

According to Wiggins and McTighe, there is a difference between thinking like an assessor and thinking like an activity designer. Activity designers easily and unconsciously move from identifying the needs and essential questions to designing the learning activities without asking about the evidence that we need to assess for the desired knowledge and skills. In this step, you will create a rubric to determine understanding prior to developing learning activities.

This step utilizes Wiggins and McTighe's six facets of understanding. In this step, you will determine what you will design to determine if students/teachers/employees have reached the required level of understanding.

Rubric

Develop a rubric that will be used to determine evidence of understanding. Use the Analytic Rubric for Understanding on pages 76-77 in *Understanding by Design* as a guide (Rubric is also located in Resources). Evidence of understanding should include performance-based and authentic assessments as well as formative and summative.

Activity	Facet of Understanding Addressed	Accomplished	Proficient	Needs Improvement	Absent or Unacceptable
Design a Performance-Based Assessment encompassing Problem-Solving Scenario(s)	Interpretation	Assessment demonstrates a profound and illuminating analysis of the importance, meaning or significance of the subject matter; problem solving is relevant and promotes a deeper understanding of subject matter. (30-33 points)	Assessment demonstrates a perceptive and/or helpful analysis of the importance, meaning or significance of the subject matter; problem solving provides reinforcement of concepts. (27-29 points)	Assessment demonstrates a simplistic or superficial analysis of the importance, meaning or significance of the subject matter, with little or no interpretation; problem solving is included but provides minimal concept reinforcement. (23-26 points)	Not submitted, or assessment component is absent or assesses multiple points of view indicate conflicting purposes; performance cannot be determined; problem solving is absent or does not reinforce skills or understanding. (Below 23 points)
Design a Learner-Centered, Project-Based, Research-Driven Lesson	Application	Lesson is highly learner-centered and project-based and promotes enduring understanding;	Lesson includes a project that engages the learner while increasing understanding;	Lesson is not learner centered, is procedure or skill based and/or promotes little more than novice-	Lesson is not submitted or does not promote understanding, requires little or no research;

and Rubric		<p>lesson requires demonstration of fluent and efficient research skills and the ability to apply knowledge and skills to adjust understandings well in novel, diverse, and difficult contexts; rubric is masterful and enhances understanding while effectively guiding task performance.</p> <p>(30-33 points)</p>	<p>lesson requires appropriate research skills and the ability to apply knowledge and skills in key contexts; rubric supports student understanding and provides a framework for the task.</p> <p>(27-29 points)</p>	<p>level understanding of the task; research is minimal and/or scripted or algorithmic in nature; rubric is present but offers little more than coaching on the task at hand and fails to improve understanding.</p> <p>(23-26 points)</p>	<p>rubric is absent and/or provides no meaningful guidance to lesson activities or expectations.</p> <p>(Below 23 points)</p>
Design an Online Portfolio-Based (ePortfolio) Real-World Problem-Solving Assignment that Focuses on Increasing Multicultural Literacy and Engages Students through the use of Digital Native Tools and Online Learning Technologies	Perspective	<p>Assignment is ePortfolio-based and encompasses an insightful real-world experience crafted around a penetrating and/or novel multicultural viewpoint or event that fosters enduring multicultural understanding; assignment incorporates digital native tools and online learning to engage learners and promote a dispassionate critique of multiple plausible perspectives on the issue(s) involved.</p> <p>(30-34 points).</p>	<p>Assignment is ePortfolio-based and includes a real-world experience centered on a reasonably critical look at multicultural viewpoints or events that increase multicultural understanding; assignment makes use of digital native tools or online learning to promote other perspectives.</p> <p>(27-29 points)</p>	<p>Assignment uses online resources but is not fully ePortfolio based; assignment is uncritical and overlooks key multicultural viewpoints or events; assignment makes limited use of digital native tools or online learning, and fails to introduce other viewpoints.</p> <p>(23-26 points)</p>	<p>Assignment is not submitted, does not include online resources or is not ePortfolio based; assignment includes few if any multicultural viewpoints or events or uses them ineffectively; assignment does not use digital native tools and/or online learning.</p> <p>(Below 23 points)</p>

Resources:

Chapters 5 and 6 *Understanding by Design*

Analytic Rubric for Understanding (Found in Resource section)

4. Learning Activities and Teaching

Develop the learning activities and teaching that will promote student/teacher/faculty understanding, interest, and excellence. While developing the learning activities, you will be required to include how technology (including assistive technology) will be integrated into your activities.

Use these guiding questions as you begin to develop your activities:

- How do the activities account for prerequisite or enabling skills required?
- Identify ways in which the instruction is designed to reach every student?
- Identify ways the activities provide opportunities to gather evidence from “work-in-progress.”
- How do the activities provide students an opportunity to “put it all together” (to see the big picture)?
- Do the activities provide students an opportunity to work with significant ideas and relationships that are included in the standards?
- Do the activities provide students an opportunity to construct their own knowledge?
- Do the activities stimulate higher order thinking and discussion?
- What technology is being integrated into the activities to meet the needs of all students? (Assistive technology)
- What will be the hook to ENGAGE students?
- What will the students be doing to learn? (EXPLORE)
- What instructional strategies will be used to teach this lesson? (ELABORATE)
- What level of learning will be taking place?
 - Recall, Comprehension, Application, Analysis, Synthesis, Evaluation
- What activity will EXTEND student learning?

Teachers participating in the “Designing for Understanding” Schoology online professional development course will use a variety of media, including printed materials, narrated slideshows and video to learn the principles and benefits of Understanding by Design (UbD) and Backwards Design (BD) as they apply to instruction and assessment. The goal of this course is for educators to recognize how UbD and BD concepts can be applied to instructional design and curriculum development in order to differentiate instruction and reach every learner through a variety of learning experiences designed with assessment and understanding in mind. Teachers will learn how to include embedded, ongoing, performance-based formative assessment to gather evidence of enduring understanding; performance-based assessments based on real-world scenarios afford students the opportunity to build on previous knowledge and skills as they apply them to new situations, demonstrating knowledge transfer. Both the professional development course itself and the ePortfolio-based student lessons teachers will create promote 24/7 learning and make use of online learning to reach every teacher and every student.

The embedded professional development activities account for prerequisite or enabling skills required of teachers by building upon their previous experience and knowledge of instructional design and curriculum development, as well as their knowledge of Web 2.0 technologies and tools, obtained through previous training. The online course scaffolds these existing skills and

knowledge while exposing educators to new concepts required to ensure instruction is designed with assessment and enduring understanding in mind. The lessons and performance-based assessments teachers will create for students will similarly build upon their existing experience and knowledge base while using Digital Native tools and online learning combined with research-based, real-world scenarios to improve multicultural literacy and foster understanding of multiple, culturally-diverse viewpoints and scenarios.

As the professional development ultimately requires teachers to develop an assignment that utilizes online learning and ePortfolios, these activities provide ongoing opportunities to gather evidence from the teacher's "work-in-progress." In turn, the ePortfolio-based student assignment focuses on using real-world, research-based multicultural literacy scenarios designed to reinforce the plausibility of multiple viewpoints and stimulate analysis of other cultures, affording an opportunity to gather evidence of student "work-in-progress" through their portfolios.

Just as this professional development session uses a variety of media and experiences to foster teacher understanding of UbD and BD concepts, the lessons and assessments teachers will create for their students must also use text, narrated slideshows, audio and video, as well as ePortfolios and Digital Native tools engage their students. A powerful hook to engage the teachers is the concept of designing with understanding in mind to increase student performance on high-stakes testing that requires problem-solving skills, thereby improving student learning, teacher appraisals and evaluations. The hook for their students, as the teachers design their new lessons, is the use of Digital Native tools and online learning combined with stimulating and thought-provoking real-world problem-solving scenarios based on multicultural literacy concepts; television and the Web has fostered global awareness in our students, and there is great potential for debate and thought-provoking analysis when projects involving other cultures and viewpoints are presented to our students. The activities in this professional development course, as well as the learning activities teachers will design, include topics people generally feel strongly about, stimulating higher-order thinking, debate and discussion. Teachers and students have an opportunity to construct knowledge as they assimilate the new information into their existing knowledge and world view. The online content and performance-based assessment for both teachers and students improves differentiation, making it easy to address differing learning styles, improving accessibility of content and facilitating learning at one's own pace.

Teachers will explore UbD and BD concepts through text-based and multimedia instructional materials embedded into the Schoology professional development course. The instructional materials are designed to encourage exploration of the research-based strategies included in the site while promoting independent personal exploration of concepts through the follow-up suggested readings and websites. Teachers will further explore UbD and BD concepts as they proceed to develop performance-based assessments, real-world project-based lessons and rubrics, and ePortfolio-based assignments designed to increase cultural literacy based upon the rubric and instructions included in the Schoology course. Their students in turn will explore multicultural literacy as well as ePortfolio-based learning and embedded performance-based assessment as the teachers implement their own lessons designed to improve student understanding and increase opportunities for demonstration of knowledge transfer.

Several instructional strategies are used throughout the Schoology professional development course. Active participation occurs as teachers interact with the site and participate in various activities designed to improve their capacity to judge whether a particular instructional practice or methodology will foster enduring understanding. Teachers will learn by relating the course content to their existing knowledge of instructional design, comparing and contrasting the UbD

and BD methods to their current practices. New knowledge will be uncovered, fostering ongoing learning through online Schoology discussions and blog posts as responses continue after the course has been completed. The requirement for teachers to develop performance-based assessment, project-based lessons and ePortfolio-based lessons using Digital Native tools and online learning will allow teachers to construct UbD-based products for student use and demonstrate knowledge transfer to their real-world practice as they interpret course content through these assignments. Finally, the hands-on, real-world nature of the teacher's assignment from the course fosters absorption of UbD concepts as teachers remember these concepts and practices, and recognize opportunities to apply this knowledge in their classroom.

The "Designing for Understanding" professional development session will include multiple levels of learning based on Bloom's Taxonomy. Teachers will recall and build upon their past experiences and knowledge of instructional design as they use the Schoology materials to increase their comprehension of the benefits of UbD and BD to design instruction with assessment in mind. After participating in the online professional development, application of learning will occur as teachers create a performance-based assessment, a research-based, real-world-scenario learner-centered lesson and rubric designed to promote deep understanding of the subject matter, and an ePortfolio-based lesson designed to increase multicultural literacy by using Digital Native tools to engage students and promote critical thinking while improving comprehension. Analysis will occur as teachers embed performance-based, formative assessment opportunities in their instruction, giving students an opportunity to demonstrate understanding through practical application of knowledge. Combining their new knowledge of UbD and BD concepts with their existing instructional design knowledge and experience promotes knowledge synthesis and further increases teacher understanding through transfer of this new knowledge to the assigned tasks. Evaluation of teacher success will occur based on how well they perform the three tasks assigned through the professional development (based on follow-up and teacher appraisals) and ultimately through formative and summative assessment of student performance as their new UbD-based classroom instructional practices are applied to their students.

Teacher learning will be extended as they return to their classrooms using the UbD and BD concepts to develop student ePortfolio-based assignments and assessments, facilitating understanding through real-world performance. Follow-up professional development sessions will be made available throughout the year to reinforce UbD and BD concepts and to prompt teachers to apply these concepts to other subject areas and topics. Students will use the lessons the teachers develop to start ePortfolios of their learning, and multiple imbedded opportunities for ongoing learning through application of real-world situational analysis will extend student learning beyond the initial experience. The ultimate goal of embedding the real-world project-based student learning, focused on multicultural experiences, events and viewpoints is to increase student understanding of other cultures and to extend this learning by opening their minds to experiences and situations they would not otherwise encounter.

Resources:

Chapters 7-11 *Understanding by Design*

Assistive Technology

Universal Design for Learning